

日本人学習者の英語発音に対する 学習態度について

スワレス アーマンド ・ 田中 ゆき子

新潟青陵大学看護学科

新潟青陵女子短期大学
国際文化学科

Japanese Learners' Attitudes toward English Pronunciation

Armand SUAREZ and Yukiko TANAKA

NIGATA SEIRYO UNIVERSITY
DEPARTMENT OF NURSING

NIGATA SEIRYO WOMEN'S JUNIOR COLLEGE
DEPARTMENT OF INTERNATIONAL CULTURAL STUDIES

Abstract

In this study, junior college students' attitudes toward English pronunciation and their actual pronunciation abilities were measured with the purpose of investigating the relationship between the two.

Attitudes were measured using a questionnaire the authors prepared. The results of the analysis showed that although 80% of the students recognized the importance of studying pronunciation, over 50% of them study it less than once or twice a month, and about 40% of the students reported their English pronunciation as almost always having very marked characteristics of Japanese. A large gap between awareness and practice can be postulated based on this information. In addition, 40% of the students claimed that their pronunciation problems stem from a lack of pronunciation instruction in secondary school, and 24% said that the fear of teasing and embarrassment were psychological barriers to learning more accurate English pronunciation.

Students who annotated English pronunciation primarily using the Japanese *katakana* syllabary, and students who said they felt hesitation to speak English with accurate pronunciation, were both shown to have significantly lower pronunciation test scores than other students.

From the results of this study, it can be inferred that if students would refrain from using *katakana* to annotate English pronunciation, and teachers would be more active in encouraging students not to deliberately pronounce English as if it were Japanese, it would have a significantly positive effect on students' English pronunciation.

Key Words

English pronunciation, *katakana*, attitude, Japanese learner

要 旨

本研究は、短期大学の学生を対象に、英語発音に関する学習態度を調査すると共に実際の英語発音能力を測定し、学習態度と英語発音能力の関係性について明らかにすることを目的として行われた。

学習態度は著者が作成したアンケートによって調査した。分析の結果、8割の学生が発音学習の重要性を認識していると回答した反面、5割以上の学生が1ヶ月に1～2回以下しか学習をしていない、約4割の学生が自分の英語の発音はほとんどいつも日本語的（カタカナ英語）であると答える等、意識と実践において大きな差があることが明らかになった。また、日本語的な発音の理由として約4割の学生が中高学校での英語発音教育が不十分であったことを挙げ、24%の学生は、正しい発音で話すことへの恥ずかしさ、ひやかされることへの恐れ等の心理的要因を挙げた。

発音学習の仕方として英語にカタカナで読み仮名を振って暗記する方法を主に使っている学生及び、正しい発音で話すことに抵抗を感じると答えた学生の発音テスト結果はそれぞれそうでない学生に比べ有意に低かった。

この研究結果から、英語発音指導において、カタカナで読み仮名を振らないこと、日本語的な発音で話すことを教師が積極的に注意することが、正しい英語発音を習得する上で重要であることが明らかになった。

キーワード

英語発音, カタカナ, 学習態度, 日本人学習者

Introduction

In English classes in Japan, it is very common to hear students boldly speaking English with very marked Japanese phonology, as if it were nothing out of the ordinary. When they are asked to stop doing so, some of them can, and instantly begin using much more English-like pronunciation. However, when the teacher moves on, students often go right back to using “katakana English.” Many students simply ignore such advice from the teacher. Later, the teacher looks at a student’s textbook to find that he or she has annotated the pronunciations of all the unfamiliar English words in *katakana*.

Many teachers feel that *katakana*-like pronunciation of English is unacceptable because of the distraction it causes and its lack of intelligibility for a non-Japanese listener, and annotating English pronunciation in *katakana* would seem to reinforce this unintelligible pronunciation. The importance of pronunciation intelligibility is noted by del Castillo (1990 : 3) when she writes:

Celce-Murcia (1987) reports that the communicative approach has brought “new urgency to the teaching of pronunciation, since it has been empirically demonstrated by Hinofotis and Bailey (1980) that there is a threshold level of pronunciation in English such that if a given non-native speaker’s pronunciation falls below this level, he or she will not be able to communicate orally no matter how good his or her control of English grammar and vocabulary might be.”

In support of minimizing distraction in the listener for effective communication, Carruthers (1987: 192) states:

A truly acceptable pronunciation is one which allows the listener to understand the content of a message without being distracted by its form. Any pronunciation which draws attention to itself probably merits further consideration.

This statement is in agreement with the summation offered by Sridhar (1980 : 113):

as Zytis (1974) remarks, a pedagogically oriented description of the learner’s language is “always contrastive and eventually evaluative” (p.234). This viewpoint is shared by Richards (1971), who agrees that we still need the notion of “errors,” and to “correct” them “simply because speech is linked to attitudes and social structure. Deviancy from grammatical or phonological norms of a speech community elicits evaluational reactions that may classify a person unfavorably (p. 21).”

Japanese speakers of “katakana English” (as opposed to foreign loan words spoken this way in an otherwise Japanese language utterance) could be termed a speech community only if this type of speech is considered appropriate in the situation where the listeners also understand it (e.g., some Japanese EFL classrooms). However, it fails if the listener is not used to it. It is perpetuated by those whose only instrumental motivation for studying English is to pass entrance exams, a purpose in which

pronunciation, speech, and communication are completely unnecessary. Since the purpose of EFL education in Japan is probably not to produce speakers who can only barely communicate amongst themselves, this manner of pronunciation is unacceptable as a means of communication and as the final outcome of EFL in Japan.

The use of *katakana* to transcribe foreign words borrowed into Japanese is of course acceptable when these words are used as Japanese language items in written or spoken Japanese. However, "katakana English" as used in Japanese EFL classrooms is impractical and usually unintelligible when used for the purpose of communication with native speakers, or even non-Japanese with whom a Japanese speaker of English must communicate. At the very least, "katakana English" is English that requires familiarity with Japanese phonology in order to be understood.

Research Questions

The following research questions were formulated for this study.

1. What is the attitude of students toward learning correct pronunciation in general?
2. What is the relationship between their attitudes and their pronunciation accuracy?
3. What is the relationship between the hesitance toward speaking English using correct pronunciation and intonation among Japanese students and their pronunciation ability?

Subjects

The subjects of this study were first- and second-year female Japanese students enrolled in the Department of International Cultural Studies of Niigata Seiryō Women's Junior College. A convenience sample of 88 (mostly first-year) students participated in this study.

Variables and Instrumentation

Students' attitudes toward learning correct English pronunciation and intonation were an independent variable. Students' attitudes were surveyed using a questionnaire prepared by the authors. Students were asked about how important it is to learn correct English pronunciation and intonation, in what way and how often they study English pronunciation and intonation, and how often and why they speak English using Japanese phonology. The questionnaire used is included in Appendix 1.

Students' pronunciation and intonation abilities were a dependent variable. Students were asked to read a paragraph of English aloud and then were asked four questions regarding the paragraph. This was recorded and then graded subjectively by the authors. Each student was given a score from one, least similar to English, to five, most similar, in the three areas of segmental pronunciation, suprasegmental pronunciation, and intonation. These scores were then added together to form the overall pronunciation score.

Data Analysis

The data were analyzed using Statistics and Multiple Regression Analysis for Microsoft Excel 2000. In order to find the relationship between attitude and pronunciation ability, correlation tests were used. A t-test was conducted to test whether pronunciation ability was significantly different depending on the students' self-reported method of learning pronunciation and whether pronunciation ability was significantly different depending on hesitance toward using correct pronunciation.

Findings

1. What is the attitude of students toward learning correct pronunciation in general?

A survey of attitudes toward learning correct pronunciation and intonation was conducted. Eighty-eight students were asked to fill out the questionnaire and 83 of them completed all the questions. The questions were as follows.

Q 1. How do you feel about the importance of learning correct English pronunciation and intonation?

Seventy students (79.5% of the participants) felt that it is very important to learn correct pronunciation and intonation. Eighteen students (20.5%) felt that it is somewhat important. No student said that it was not important.

Q 2. How do you study English pronunciation? (Multiple answers were possible.)

Seventy-six respondents, or seventy one percent of the respondents, said that they learn pronunciation and intonation by listening to tapes, watching videos and TV educational programs, or by listening to music. Twenty-one respondents (19.6%) said that they learn it by talking to native English speakers. Other respondents learned it in English classes (7 respondents, 6.5%) or learned it by themselves using phonetic symbols (3 respondents, 2.8%).

Q 3. How often do you study pronunciation and intonation?

Thirty-two students (38.5% of the respondents) responded that they rarely study pronunciation and intonation. Eleven students (13.3%) study it once or twice a month. Thirteen students (15.7%) study it every week. Twenty-three students (27.7%) said that they study it two to three times a week. Only four students (4.8%) said they study it every day. The results show that about half of the students do not study pronunciation regularly, although almost 80% of the students said in Question 1 that they think it is important to learn correct English pronunciation and intonation. This discrepancy suggests that their attitudes and practices do not coincide.

Q 4. How do you remember how to pronounce a word? (Multiple answers were possible.)

Of eighty-three responses, thirteen students (16%) reported that they rely on *katakana* exclusively, and the remaining seventy students (84%) either do not use *katakana*, or use it in conjunction with another method of annotation (Appendix 2. fig. 1). When grouped by individual response choice, the majority (65 students, 60%) said that they learn by listening. The second largest group (27 students, 25%) memorizes the English pronunciation of a word by writing a *katakana* approximation of it. Fourteen students (13%) memorize by writing phonetic symbols. Two students

(2%) said that they watch a native English speaker's mouth to learn how to pronounce a word.

Q 5, Q 5 - 1, Q 5 - 2. Have you ever talked to a person whose only means of communication with you is English? If so, was your English understood then? If your English was not understood, what do you think was the main reason? (Multiple answers were possible.)

Fifty-six students (63.6%) said that they have spoken with such a person. Out of this number, 82% (46 students) felt that their English was not understood. The reason given the most often was the speaker's lack of vocabulary knowledge (38 students, 59.4%). Others said that they were not proficient enough in grammar (12 students, 18.8%), their pronunciation was not good enough (10 students, 15.6%), or they were too nervous (4 students, 6.2%). Students' impressions that they did not have enough knowledge of vocabulary could also possibly be interpreted as resulting from their inability to recognize the pronunciation of words the speaker had said.

Q 6, 6 - 1. Do you think that you speak English with Japanese phonology? If so, why do you think you do that?

Forty-two students (47.7%) responded that their English sometimes sounds like Japanese, 33 students (37.5%) said they speak with Japanese phonology most of the time they speak English, 10 students (11.4%) said their English sounds like Japanese once in a while, and 3 students (3.4%) said it never does. Of those who speak using Japanese phonology, 44.1% blamed their pronunciation on the English education they received in junior and senior high school. They said that they were not correctly taught English pronunciation. They claimed that because their English teachers in junior and senior high school did not correct their pronunciation, the students did not know they were in error. They also said that their English teachers in junior and senior high school did not have good English pronunciation, and that as students they did not have enough speaking practice. Twenty-four percent of the students who speak English using Japanese phonology felt that they do it because of the culture and environment. They said that it would be embarrassing, or that they feel they might be teased if they were to speak English with correct pronunciation. Also, they speak using Japanese phonology because other Japanese students understand it better that way. Twenty percent of them said they speak English using Japanese phonology because they do not have enough opportunity to talk to native speakers. Others (11.4%) felt that it is simply too difficult to speak English correctly.

Q 6 - 2, 6 - 3, 6 - 4. If you said you speak English using Japanese phonology, do you feel hesitant to speak English correctly? If so, in what situations do you feel hesitant, and why do you feel that way?

Out of 85 students who said they speak English using Japanese phonology all the time, sometimes, or once in a while, 51 students (60%) said they experienced psychological difficulty in trying to speak English correctly all the time or sometimes. Thirty-two students (37.6%) said they do not have any psychological difficulties in trying to speak English correctly (2.4% of the students did not reply).

Among those 51 students who feel hesitant to speak English correctly, 34 students (66.7%) said they feel hesitant when other Japanese students are around, 3 students (5.9%) said that they feel hesitant when they try to say words with a difficult

pronunciation. Two students said they feel hesitant all the time. Twelve students did not specify when they feel hesitant.

Nineteen out of 51 students (37.3%) mentioned that they are hesitant because they feel embarrassed, they are afraid to stand out, or they are afraid of being teased. Fifteen students (29.4%) said that they just could not pronounce English words correctly. Seventeen students (33.3%) did not specify why they felt hesitant.

Q 7. What do you think of practicing English pronunciation and intonation with Japanese partners?

Out of 83 students, 32 students (38.6%) felt negative about it. They responded that it does not help them improve their English pronunciation and intonation because they feel too embarrassed to practice correct pronunciation with Japanese partners, and therefore they get used to English spoken with Japanese phonology. Thirty-one students (37.3%) felt that it does not help very much but it is better than nothing. Twenty students (24.1%) felt positive about it, saying that they can correct each other. They feel at ease because they can communicate and they do not feel intimidated because they are at the same level.

2. What is the relationship between students' attitudes and their pronunciation accuracy?

The correlation between students' awareness of the importance of learning correct English pronunciation and their pronunciation test score was 0.4415. The test indicated that there is a significant positive correlation between their awareness of the importance of learning correct English pronunciation and their pronunciation test scores ($p < 0.01$).

The correlation between students' frequency of English pronunciation study and their pronunciation test scores was 0.2612. A significant correlation between the frequency of English pronunciation study and pronunciation test scores was shown ($p < 0.05$).

The relationship between students' methods of learning pronunciation and their pronunciation test scores was examined. A t-test for independent samples was performed. The mean pronunciation test score for students who learn pronunciation by listening, using phonetic symbols, and watching a native English speaker's mouth, or a combination of any of those while also writing *katakana* was 9.4571. The mean score for students who learn English pronunciation exclusively by writing *katakana* for a word was 7.69. The t-test value was 2.37. The result of the t-test indicated that the difference in the means for the two scores is statistically significant at the probability level of 0.05. Therefore, it was supported that learning English pronunciation exclusively by writing *katakana* has a significantly negative influence on pronunciation (Appendix 2, fig. 1).

The relationship between the level of hesitance in trying to speak English with correct pronunciation and students' pronunciation test scores was examined. A t-test for independent samples was performed. The mean score of the pronunciation test for students who feel hesitant in speaking English with correct pronunciation was 8.73. The mean score for students who do not feel hesitant in speaking English with correct pronunciation was 10.0333. The t-test value was 2.24 ($p < 0.05$). The result of the t-test suggested that the difference in the means for the two scores is statistically

significant at the probability level of 0.05. Therefore, it is statistically proven that their hesitation in speaking English with correct pronunciation has a significant influence on their pronunciation (Appendix 2, fig. 2).

Discussion

It was found that students who feel it is more important to learn pronunciation study more often and therefore their scores are higher. This seems obvious, and the fact that the data supports it is reassuring. Students who are already motivated learn well, but there are students who are either discouraged by their seeming lack of progress, or who give up before they start and are not interested in improvement. While it may be difficult to motivate the latter group, perhaps students who are simply discouraged should be able to improve somewhat by positively adjusting their attitude toward the importance of correct pronunciation.

Students who were embarrassed to use correct English pronunciation had lower pronunciation scores. Twenty-four percent of the students claimed their reason was either due to culture or academic environment. Nakata (1990: 95) summarizes this environment as follows:

An average learner of eighteen years old, just finishing his or her course of English of a lower and an upper secondary schools for a period of six years, should have a reasonable amount of knowledge of English grammar (including the metalanguage) and some 4,000 English words. Unfortunately, he/she has developed little communicative competence. This is probably a fair description of a Japanese learner who has studied English for some six years.

According to Nakata, the primary method of instruction in Japanese secondary schools is grammar translation, a method which totally de-emphasizes speaking and pronunciation. Students are put off by this demanding and unimaginative method and many lose interest in English altogether except as a necessary evil for entrance examination success.

Thus, most of the students' concern is naturally directed only onto the exact grammatical interpretation of the sentences in the text. In a learning situation like this it is quite probable for those students to be unable to pay attention to a broader framework of discourse (Ibid: 82).

Students often take a passive attitude toward English, being accustomed to having the teacher constantly correct them, and being used to long periods of inactivity in class when, for example, another student is reciting or translating sentences. Students have little or no integrative motivation (desire to identify with the culture of the target language native speakers) or instrumental motivation (need to become proficient in the target language for purely functional purposes) to study English on their own (Ibid: 83). Instrumental motivation for secondary school students is limited to passing English classes and the English section of an entrance examination

(Schneider, 1976: 68).

Passing these classes and examinations does not require fluency in spoken English. Integrative motivation is impeded by the lack of opportunity to meet with native speakers of the target language. Those who have a desire to become fluent in English must turn to self-instruction (via cassettes, radio, television, etc.) or English conversation schools, as the secondary school goal is not fluency but preparation for entrance examinations (Ibid: 68-72).

There are several affective factors that account for the impact of Japanese phonological transfer on English education. A major social factor contributing to the perpetuation of the use of "katakana English" in the classroom is that if a student should attempt to speak using the phonology of the target language he or she runs the risk of being resented by classmates as a show-off. In addition, students of low motivation may resort to using katakana as a mnemonic tool for studying a subject in which they have no real interest. Although pronunciation is often represented in textbooks with the version of the phonetic alphabet used in Japanese bilingual dictionaries (which many Japanese are familiar enough with for it to appear often in advertising), and recordings of native pronunciation are often used, most teachers who do not have good spoken English ability resort to using the Japanese pronunciation of English words so as not to further tax themselves or their students. Moreover, students speaking English as if it were Japanese are usually not corrected, nor are they encouraged to use more English-like pronunciation. These factors only reinforce the mistaken notion of "katakana English" as an acceptable classroom standard.

It was found in this study that students who rely only on *katakana* to annotate English pronunciation have significantly poorer pronunciation. The use of *katakana* to teach or learn English pronunciation is a mistake that can only create more obstacles for Japanese learners (and their teachers as well) to overcome.

In no case should English words or pronunciations be represented in the Japanese syllabaries (*katakana* or *hiragana*) because such representation would encourage the students to pronounce English with Japanese phonemes...Representing English in Japanese syllabary virtually guarantees that the students will make little progress in discrimination or production of English phonemes. (Ibid: 117-118)

Learning English in this way can also make learning of English suprasegmentals (e.g., stress, rhythm, and intonation) unnecessarily difficult. Reading and speaking English using Japanese segmental (individual sound) phonology means Japanese suprasegmental phonology naturally applies as well. Japanese rhythm is mora timed (the unit of time is the syllable) whereas English is stress timed (Mochizuki-Sudo et. al., 1991: 248). Japanese relies on pitch accent whereas English relies on stress accent (Kato et. al., 1989: 52). Japanese students of English have been found to rely upon perceived high pitch to identify stress in English sentences (Watanabe, 1988: 86). It can be assumed that through phonological transfer, English spoken as Japanese will tend to be unnaturally mora timed and pitch accented. English spoken in that way is very unfamiliar to native speakers.

The transfer of Japanese intonation patterns makes an utterance that much more

incomprehensible. An example of this is a common pronunciation problem heard in Japanese EFL classes. Students will often speak English using a Japanese intonation pattern meant for emphasis or clarification in Japanese. They use this pattern to communicate a lack of confidence in English, whether real or as a polite display. This pattern is characterized by a lengthened pronunciation of postpositions and a rise-fall-rise in intonation on the postposition. However, since there are no postpositions in English, the last syllable of each word is given this treatment. Moreover, these last syllables often end in vowels epenthesized in order to make English conform to Japanese syllable restrictions. Sometimes accent will also fall on syllables that have been added by *katakana* pronunciation. The result is something very marked as Japanese and therefore difficult to recognize as English. Therefore, for example, instead of:

This is not English.

one hears:

Jisú: izú: nottó: Ingurisshú.

(The colon represents a vowel pronounced with a long duration.)

In addition, at the single-word level, Japanese foreign loan words often have their Japanese suprasegmental structure transferred into English, even if the segmentals are correct for English, possibly because of the incorrect assumption that these "false friends" are true to their original form. For example, one may hear Japanese learners of English pronounce "orange" with good segmental pronunciation but with accent placed incorrectly on the second syllable, just as it is in the Japanese foreign loan word *orenji*.

Another factor making things more difficult for Japanese learners is the ease with which almost any English word can be inserted into a Japanese context even if it is not standard usage. As mentioned earlier, English is a mandatory six-year subject and students acquire about four thousand vocabulary items. This provides a common database from which English vocabulary or phrases can be drawn into an otherwise Japanese language context, by anyone at whim, with a fair chance of comprehensibility. Borrowings of this type are encountered daily in the media (especially in advertising) and some become common usage. This borrowing of foreign words is from within a single culture without contact with or prompting from the original foreign language culture. While mention of reading or vocabulary might seem irrelevant in a discussion of attitudes toward pronunciation, it becomes relevant when one remembers that a heavy emphasis in the classroom on reading over speaking is at the root of the problem being discussed.

It is understandable that the pronunciation of loan words must be altered in order to fit into the phonology of the new language. The Japanese word *ramune* (a type of flavored soda drink) is an example of a word borrowed into Japanese based on an approximation of spoken English within the boundaries of Japanese phonology (it a good approximation of a reduced English pronunciation of "lemonade").

However, the same word borrowed into Japanese through a Japanese phonological reading of written English is *remonēdo* (lemonade). Instead of attempting to match the native pronunciation of an English or other foreign word with Japanese phonology as closely as possible, as with the first example, some transcriptions are very often made

based upon the Japanese phonological correspondence to the orthography of the foreign word, irrespective of the original foreign language pronunciation of the word. In other words, they are read in the same way as they would if they were Roman alphabet transcriptions (*rōmaji yomi*) of Japanese words. Japanese students will often do this when learning English words.

For example, although the letter "a" represents /æ/ 97% of the time in English, and /a/ is represented as "o" 70% of the time (Taylor, 1982: 18), it is not uncommon for Japanese learners to assume the value of "a" to be /a/ and "o" to be /o/ as *rōmaji yomi* would dictate (e.g., "hot" and "hat" in American English are [hat] and [hæt], whereas if they are read as Japanese they become [hotto] and [hatto]).

This problem of transcription into *katakana* can give students a lot of trouble when they attempt to spell an English word that they memorized through *katakana*. Although it may seem natural to attempt to spell unfamiliar words phonetically, Japanese students have the additional hurdle of overcoming the influence of these *katakana* transcriptions. For example, words like dilemma (misspelled as "dilenma" from ジレンマ), drugstore ("dragstore" ドラッグストア), house ("hause" from ハウス), zone ("zoon" from ゾーン), and multi- ("malti-" from マルチ) are just a few of the many misspellings of this kind that can be seen in Japanese publications or in an English class in Japan.

Phonological transfer from L1 to L2 is something that all language learners experience. However, when students rely on *katakana* to annotate the pronunciation of unfamiliar words, perhaps the result is more than just simple L1 transfer.

Katakana is familiar to the students. They see foreign loan words written in *katakana* as a matter of course. Perhaps the extra detrimental effect is caused by the difference in writing systems. If a speaker of another language that uses the Latin alphabet studies English, he or she is using the same writing system, the Latin alphabet, for both languages. However, Japanese speakers have *katakana*, a more familiar writing system for writing foreign words.

If Japanese students were to write an English word as they pronounce it in Japanese using the Latin alphabet instead of *katakana*, perhaps much of the difference would be easy to see by comparing the Roman letters of the original word and the transcription. If one were to write the Japanese phonological pronunciation of "word" using the Latin alphabet, one would get "waado." The orthographical differences between "word" and "waado" are obvious. However, writing it in *katakana* feels natural for Japanese speakers and the difference in pronunciation is not made obvious by doing so. Comparing "word" and "ワード" is like comparing apples and oranges. Not only are they different writing systems, they both seem natural to the Japanese speaker.

Writing English in *katakana* may cause fossilization of incorrect pronunciation because differences are not easily recognizable. An effect can also be seen in the spelling errors of these students. However, further research needs to be done to confirm the validity of these hypotheses.

Teaching Recommendations

The three recommendations can be made regarding teaching pronunciation from this study.

1. Awareness is important. Teachers should stress the importance of using correct pronunciation because of the intelligibility of "katakana English" outside of Japanese EFL classrooms.
2. Using *katakana* to annotate English pronunciation has a negative effect on learning. Teachers should present alternate methods of annotating pronunciation that students can use. Phonetic spelling of the word in Roman letters or learning key phonetic symbols and using them only for the difficult or new sounds are possible alternatives.
3. Teachers should create an environment in which correct pronunciation is encouraged. Students who try to use correct English pronunciation should receive positive feedback. When students are obviously not trying and are instead falling back on *katakana* pronunciation, the importance of trying to use correct pronunciation for communication should be emphasized to the class without singling out or embarrassing any one student in particular.

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Appendix 1. Questionnaire.**英語の発音に関するアンケート**

学籍番号 _____ 氏名 _____

英語の発音について次の質問に答えてください。

このアンケートの回答内容は、成績には一切関係ありません。正直に答えてください。

1. 正しい発音を勉強・習得する必要性を感じますか。
 - ① とても必要であると感じる。 ② まあまあ必要である。 ③ 必要でない。
2. どのように発音の勉強をしていますか。（2つ以上に○をつけてもかまいません。）
 - ① テープを聴く。 ② ネイティブスピーカーと話す。
 - ③ その他（具体的に書いてください。）
3. どのくらい発音の勉強をしていますか。
 - ① ほとんどしない。 ② 月に1～2回 ③ 毎週 ④ 週に2～3回 ⑤ 毎日
4. 発音はどのように記憶しますか。
 - ① 発音記号 ② カタカナで読み方を書く。 ③ 聞いて覚える。
 - ④ その他（具体的に書いて下さい。）
5. あなたとのコミュニケーションの手段が英語しかない人と話したことがありますか。
 - ① ある。 ② ない。
- 5-1. (5)の質問で「ある」と答えた人にお聞きします。その時、自分の英語が通じないと感じましたか。
 - ① 感じた。 ② 感じなかった。
- 5-2. 英語が通じないのは何が原因だと思いますか。一番大きな原因に○をつけてください。
 - ① 語彙力がなかった。 ② 発音が悪かった。 ③ 文法がわからなかった。
 - ④ その他(具体的に)
6. 日本語的な発音で話していると思いますか。
 - ① ほとんどいつもそうだ。 ② 時々そうなる。 ③ たまにそうなる。 ④ 全くない。
- 6-1. (6)の質問で日本語的な発音で話していると答えた人（①～③に○を付けた人）に、お聞きします。どうして日本語的な発音になると思いますか。（複数に○をつけてもかまいません。）
 - ① 発音を正しく習わなかった。
 - ② 中学、高校の先生に何も注意されなかったので、日本語的な発音でもいいと思っていた。
 - ③ 中学、高校の先生の発音もあまり良くなかった。
 - ④ 発音を習う時間数が十分でなかった。
 - ⑤ ネイティブスピーカーと話す機会が少なかった。
 - ⑥ 日本語的な発音にならないように練習しても、習得できない。
 - ⑦ 日本人と話す時は、日本語的な英語の方がよく理解してもらえる。（英語の授業の時など）
 - ⑧ 日本人の間で英語的な発音で話すのは恥ずかしい。
 - ⑨ 英語的な発音で話すと他の日本人に冷やかされる感じがする。
 - ⑩ その他（具体的に書いてください。）
- 6-2. (6)で日本語的な発音で話していると答えた人（①～③に○を付けた人）にお聞きします。英語らしく話すのに抵抗を感じることはありますか。
- 6-3. それはどんなときですか。
- 6-4. それはなぜですか。
7. 英語の授業で、日本人同士で会話（発音も含めて）練習をすることについてどう思いますか。

Appendix 2. Charts.

Figure 1. Relationship between methods of annotating pronunciation for study and pronunciation scores.

Groups	Samples	Mean	Standard Deviation	T-Value
Uses <i>katakana</i> exclusively to annotate pronunciation	13	7.69	2.46	2.37*
Uses other methods	70	9.4571	2.4829	

*p<0.05

Figure 2. Relationship between hesitance toward using English pronunciation and pronunciation scores.

Groups	Samples	Mean	Standard Deviation	T-Value
Hesitant to use English pronunciation	45	8.73	1.86	2.24*
Not hesitant	30	10.0333	2.7852	

*p<0.05